Teaching Language Politeness through social media for the Elementary School Students

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Abstract

Linguistic politeness is a crucial component of communication that facilitates pleasant social relationships. In elementary schools, teaching language etiquette is vital because it builds the groundwork for good communication and interpersonal connections. With the introduction of social media, young students now have access to numerous language-learning sites. This paper will investigate the teaching of language courtesy to elementary school children via social media. This study examines research on language etiquette, social media, and their connection with language acquisition. The study suggests a framework for teaching language civility through social media and includes guidelines for its application in elementary schools. The research design employs quantitative descriptive research. Over the period of January to August 2022, observations were made by examining Whatsapp conversations between students and teachers, as well as between students, using both private WhatsApp and WhatsApp groups. The number of observed WA conversations was 1,200. There were as many as sixty pupils who responded to the questionnaire. According to the findings of the study, students' compliance with the politeness principle in written contact with professors and peers is more respectful than violations of the principle. Nonetheless, the level of politeness in the language used by elementary school students must be significantly enhanced. The majority of impoliteness occurs in greetings, message content, closing greetings, slang phrases, standard and non-standard abbreviations, and punctuation. Hence, elementary school kids require instruction in language courtesy.

Keywords: politeness, language, WhatsApp, elementary school students, narrative

Introduction

Language politeness is crucial in written and spoken language (Cann, Dimitriov, & Hooley, 2011) because it reveals the speaker's fundamental nature. To speak politely, you must consistently practice and grasp the differences between polite and impolite communication (Atmawati, 2016). Everyone generally strives to use polite language, and speaking and writing respectfully is a source of great satisfaction (Junus, 2015). People use unpleasant language because they are emotional, joke too much, or are unaware that they use impolite language daily (Abbas, Aman, Nurunnabi, & Bano, 2019).

People who are emotionally overwhelmed frequently employ unpleasant language (Abbasova, 2016) because a bad aura still surrounds them. Irritated people sometimes use unpleasant words to conceal their errors (Alharty & Alfaki, 2014). This is unnecessary if the individual observes language-based civility rules (Asim, 2009). People who joke do not always comply with politeness norms (Alqahtani, 2015) since their laughing buddies are assumed to comprehend any unpleasant statement that is not restricted to jokes or jokes (Al-Rahmi & Othman, 2013). However, as an educated person, the joking individual must adhere to the conventions of polite discourse (Anankulladetch, 2017).

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People who speak to their juniors or subordinates do not always observe proper etiquette; in truth, courtesy in speaking is blind to the identity of our communication partner (Asgari & Mustapha, 2011). It does not indicate that we are subordinates or juniors when the other person is speaking if we are impolite in our communication (Cruse, 2000).

The most problematic condition is the ignorance of speakers when the speech of the language spoken is unpleasant. Still, the speakers do not realize this (Belal, 2014), as they are accustomed to using that language. In truth, this language lacks politeness elements (Bernardo & Gonzales, 2009). The problems that have arisen as a result of pupils in grades IV, V, and VI using WhatsApp to communicate impolitely in written language can be observed in Table 1.

Table 1. *Language Speech that does not use the Politeness Principle*

Number	Alternative Answers	Male	Female
1	Very impolite	2	3
2	Not polite	4	9
3	Currently	10	11
4	Polite	9	11
5	Very impolite	3	2
Total		28	32

Source: teacher assessment of grades IV, V, and VI

According to earlier research (Derakhshan & Hasanabbasi, 2015), most adults do not comprehend the significance of politeness when using WhatsApp because they do not understand which words are polite and which are impolite unsuitable to say to others. According to previous studies (Bicen, Sadıkoglu, & Sadıkoglu, 2015), when adults communicate with others, what matters is that the message has been received by others, regardless of who the adult is interacting with (Butler et al., 2010). Another study (Boonkongsaen, 2012) indicates that even if people are adults and even elderly, they still require training on how to write etiquette to maintain their dignity. Given that the vast bulk of research on politeness has been conducted on adult children and their parents, the uniqueness of this study focuses on the use of polite and unpleasant speech by elementary school children. While many studies have been undertaken on teachers, employees, government personnel, and students, very few have been conducted on children under 12.

Research Questions

1. What is the politeness level of the language used by elementary school students in SD 1 Blitar?
2. What is the form of impoliteness in language speech carried out by elementary school students in SD 1 Blitar?

Theoretical Framework

Social media

Social media usage in communication alters how a person conveys thoughts through language (Gaytan, 2013). Additionally, forms and communication patterns on social media vary across children, adults, and parents (Gibbins & Greenhow, 2016). People frequently utilize non-verbal representations, such as emoticons and chrononation (written speaking language), to communicate in ways that do not adhere to linguistic rules (Haddad, 2016). Relative prestige, social distance, and reach influence the selection of words. When communicating with others, most linguistic utterances demonstrate politeness, including friendliness, concern, situation- and circumstance-appropriate themes, a pleasant voice, and a lack of attitude (Hairrell, Rupley, & Simmons, 2011).

Social media is currently the most effective form of communication (Kasuma, 2017) because users can connect at any time, from any location, and to everyone (Hasannejad, Bahador, & Kazemi, 2015). Information technology-based social media encompasses a variety of communication purposes (Kabilan, Ahmad, & Abidin, 2010), such as promoting programs, forming impressions or public opinion, broadcasting various important events (Kameli, Mostapha, & Baki, 2012), and publishing important things in the fields of politics, religion, accommodation, food, drink, entertainment, fashion, environment, culture, and others, all of which are conducted publicly (Hashemi, 2011).

WhatsApp

The only social media platform examined in this study is WhatsApp (WA) (Jimma, 2017). WA is a means of communicating interpersonal matters to the members of the group that it picks. Communication patterns are suited to information requirements and composed of basic statements that convey the participants' intentions (Hiebert, Scott, Castaneda, & Spichtig, 2019).

All participants in a WA-facilitated conversation can have a successful exchange by contributing maximally and adhering to the conversation's aim and direction. There are four politeness standards, namely quantity, quality, relevance, and method, and all participants will strive to adhere to these for language courtesy (Krashen, 2009).

WA, which has unique qualities and limitations, influences how a person communicates, expressing ideas, concepts, and opinions. Users employ WA as a means of communication to meet their needs and create comfort. WA is well-known among social media users that engage in interpersonal communication (Limacher, 2015).

Members of a WA group share similar interests and are typically well acquainted with one another. Administrators administer WAG groups, but any member can assume the administrator role. The WAG has a process that cannot be broken, and violators will be warned until they are expelled (Mansor, 2016).

These regulations will indicate the WAG members' devotion to civilized ideals, which they believe are consistent with their culture (Moody et al., 2018). The transactions of messages sent by all WAG members follow the same pattern as their regular face-to-face interactions. Even though face-to-face communication is only conducted at specific times, each WAG member treats their pals as if they were having genuine, face-to-face interactions (Mat & Yunus, 2014).

Multiple-meaning representations are articulated in nodes, language codes, acronyms, ellipses, phrases, clauses, and sentences. From the standpoint of functionalism theory, distinct kinds of speech derive from the function of language to communicate messages and varied communication tactics that fulfill a function. Forms of divulgence Participants' language employs appropriate and inappropriate terms, complies with and violates civility, honesty, and dishonesty, amongst others (Namaziandost & Nasri, 2019).

There are various reasons why people stick to the tenets of politeness, and there are those who desire to break the rules to make a joke. They have varied viewpoints on the role of social media depending on their interpretations of its meaning and structure. Some address the impact of social media usage on new language variations and linguistic modifications, including abbreviations, morphology, zeroization, anaphora, emoticons, stickers, memes, and ellipsis. This information is used to construct the identities of social media users (Rahmat, 2019).

Politeness in Speech

The notion of courtesy connects to the concepts of face, view, and speech and the obligation to respect the self-image or face of a greeting partner. Positive and negative faces are present in the storytelling process. A smiling face also relates to a person's need to be treated well with all of the speaker's characteristics. A negative face, meanwhile, relates to the speaker's need to be approachable by allowing others to accomplish something (Regan, 2015).

Polite speech is necessary since it can make the other person feel at ease and secure. The quality of politeness is evaluated based on the prevalent cultural perspective. In this situation, language speakers discuss interpersonal matters with the WAG members they follow. Communication patterns follow the requirement for information and are composed of straightforward utterances containing the goals of WAG members (Rouis, Limayem, & Salehi-Sangari, 2011). Each participant participates to the fullest extent and can comply with the many objectives and directions of the continuing discourse, making politeness in language effective. Respecting the self-image of WAG members falls under the purview of the courtesy concept. Due to the occurrence of on-the-record scenarios and conditions, speakers offer a variety of face-saving methods. To avoid being impolite to other WAG members, insiders speaking at WAG will typically employ indirect tactics in other circumstances (Al-Ali, 2014).

Method

Research Design

The research design employed is quantitative, and percentages are used (Collis & Hussey, 2014). The quantitative method employed was descriptive percentage research, which was conducted by observing all student-teacher talks on private networks or the WhatsApp Group (WAG). The quantitative analysis relies heavily on collecting and analyzing numerical data to explain, forecast, test hypotheses, and regulate the observed aspects (Gay, Mills, & Airasian, 2012). This study adopted a quantitative strategy to answer research questions by employing descriptive analysis based on survey data (Nagy & Hiebert, 2011). Data were collected from the entire research sample, allowing for generalization to a large population (Mertler, 2018).

Time and Place of Research

The research was conducted between January and August of 2022. One of the elementary schools in Purwokerto, Central Java, Indonesia, served as the research site. The selection of elementary school students was motivated by the belief that, to date, elementary school children have not mastered politeness in speaking and acting. Therefore, the purpose of this study is to determine the extent to which elementary school students can adhere to the principle of politeness when speaking via WhatsApp, either via a private or public network.

Population and Research Sample

The study population consisted of 123 pupils from Blitar's Elementary School 1, classes IV through VI, whose parents came from diverse socioeconomic backgrounds. From grades IV, V, and VI, stratified proportional random sampling was utilized as the sampling strategy. Each member of a population is chosen at random, with the sample size of each class proportionating to that class's population size. The sample size is 60 people, with as many as 21 details from class IV, 19 from class V, and 20 from class VI.

Data collection

Elementary school pupils in grades IV, V, and VI were asked to complete a questionnaire via a Google form to collect data pertinent to the research aims. In addition, observations and records were taken on the number of WA estimated by the class IV, V, and VI instructors following the politeness principle and not in line with the politeness principle. This was done to gather accurate information (Collis & Hussey, 2014).

The research questionnaire was divided into two main sections: the respondent's background and the use of WhatsApp social media with a focus on politeness, skills in using words, interest in learning language politeness, the positive impact of learning language politeness, and the negative impact of neglect in the use of language politeness (Khan, Ayaz, & Faheem, 2016; Khan, Ayaz, Khan, Shah, & Ullah, 2016). There are 26 questions over the two sections. All questions utilize a Likert scale rating from 1 to 5, beginning with (very understand, comprehend, doubt, do not understand, and do not understand).

Data analysis

Data analysis examines hypotheses derived logically (Winters, Winters, & Amedee, 2010). The acquired quantitative data were processed with SPSS to get the average score and conduct further analysis.

Results

Description of Respondents

An overview of the research sample can be seen in Table 2, which describes the number of students in each class and the gender of the respondents.

Table 2. *Number of students and Gender*

Class	Male	Female	Total
IV	9	12	21
V	10	9	19
VI	9	11	20
Amount	28	32	60
%	46.7	53.3	100

Source: Research data 2022

Table 2 shows that the number of male respondents was 28 (46.7%), and women were 32 (53.3%). When viewed from the age of the respondents can be seen in Table 3.

Table 3. *Age of respondents*

Age	Male	Female	Total
0-9	0	1	
9,1-10	8	12	20
10,1-11	9	10	19
11,1-12	9	9	18
>12	2	0	2
Total	28	32	60
%	46,7	53,3	100

Source: research data 2022

The data in Table 3 shows that there is 1 student with age less than or equal to 9 years, 20 people between 9.1-10 years, 19 people between 10.1-11 years, 18 between 11.1-12 years people, and more than 12 years as many as 2 people.

Language Familiarity

The politeness of the language used by elementary school children can be tabulated as follows.

Table 4. *Aspects of politeness*

Number	Politeness Aspect	Polite (%)	Impolite (%)
1	Use of greetings	82,3	17,3
2	Introduce myself	66,6	33,4
3	News content	69,3	30,7
4	Use of symbols (Emoji)	86,8	13,2
5	Choice of words (diction)	64,5	35,5
6	Use of language signs	56,1	43,9
7	Thank-you note	45,8	54,2
10	WhatsApp delivery time	67,3	32,7
Average		67,4	32.6

Source: Research data 2022

Table 4 demonstrates that, on average, 67.4% of students can apply civility when speaking, while 32.6% are less courteous. Thus, it remains to be improved while employing WA and WAG when speaking (Smith, 2018). Regarding the use of greetings, students employ a variety of greetings, as depicted in Table 5.

Table 5. *Use of Greetings*

No	Closing Greetings	Polite	Impolite	Reasons not polite
1	Ass wr wb		V	Using non-standard abbreviations
2	Assalamualaikum	V		
3	Regards	V		
4	Good morning/afternoon/evening/night	V		
5	Peace be upon you, and Allah's mercy and blessings	V		
Total		4	1	

Source: Research data 2022

Table 5 demonstrates that most greetings students use when communicating via WA fall into five categories, some truncated while others are not (written in full). The usage of extremely brief abbreviated greetings can be classified as impolite because speakers do not employ customary abbreviations and are too lazy to say the full greeting (Song & Chen, 2017).

Some students introduced themselves at the first WA, but others did not because they had never talked with their classmates or teachers. Table 6 describes tales of self-introduction.

Table 6. *Politeness in Introducing yourself*

Number	Introduce myself	Polite	Im polite	Reasons not polite
1	My name is...class...	V		
2	Class name…	V		
3	Sorry, my name is:	V		
4	Ask permission, name:		V	Using non-standard abbreviations
5	Sorry, name permission:	V		
6	Ma'am, my name is...	V		
7	Nm: … Kls:		V	Using non-standard abbreviations
8	Sorry, nm: cls.		V	The use of the word 'Sorry' is not sorry, and the use of non-standard abbreviations
Total		5	3	

Source: Data of research 2022

Table 6 reveals that the bulk of the eight attempts by students to introduce the teacher or other classmates while sending WA/WAG for the first time consisted of five polite speeches and three impolite utterances. In this instance, the teacher must pay attention to the data indicating that pupils require socialization, instruction, and guidance to speak the language politely (Susanto & Fazlinda, 2016). Twenty polite and unpleasant hand and facial expressions are displayed in Table 7.

According to the data presented in Table 7, the top 20 facial expressions consist of six polite expressions and fourteen expressions that are less or not polite. Thirteen of the twenty most commonly used hand expressions are considered polite, while the remaining seven are considered less and impolite.

Table 7. *A total of 20 facial and hand expressions*

Number	Facial expressions	Polite/ impolite	Hand expression	Polite/ Impolite
1		IP	Excuse me	P
2	Cry	IP	Thumb/good	P
3	Angry face	P	hit	IP
4	Kiss	IP	scoffed	IP
5	laugh	P	good	P
6	sleep	IP	pray	P
7	glanced	IP	spirit	P
8	Not seen	IP	Chies	P
9	Tongue hanging out	P	Point finger	P
10	dizzy	IP	Thumb down	IP
11	The snot melted	IP	love	P
12	throw up	P	Write	P
13	wearing a mask	IP	Handshake	P
14	evaporate	IP	chest	IP
15	surprised	IP	Shows thumb to reader	IP
16	Embarrassed	IP	Refuse	IP
17	scare	P	Call	P
18	Smile	P	Clap	P
19	cheerful	IP	request	IP
20	amazement	IP	Give	P
Total of	Polite	6	Polite	13
	Impolite	14	Impolite	7

Source: data of research 2022
Note: P = polite; IP = impolite
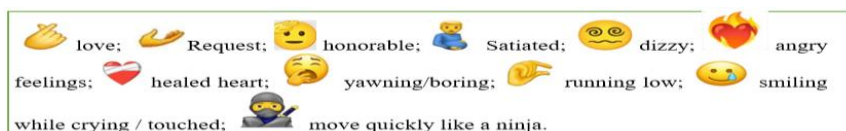
Source: data of research 2022

The above box is an example of an emoji that children frequently use in polite conversation. However, several are impolite, such as anger, yawning/boosting, and asking for something that should be hands down, in the sense of handing it to someone else (Swan, 2017). Table 8 describes the punctuation and symbols used during WA/WAG.

Table 8. *Use of symbols or punctuation marks, both polite and impolite*

Number	Use of symbols/punctuation marks	Example of sentences	polite	Im-polite	The reasons are not polite
1	!	Ask for help sis!		V	Too pushy
2	?	When are we leaving?	V		Polite (invitation)
3	"…"	Let's play "seek box"	V		Polite (a word to note)
4	'…'	The teacher said we must be diligent in 'meditating.'	V		Polite (a word with a special meaning)
5	<	Students who are < 6 years old are not accepted into elementary school	V		Polite (less than)
6	>	We all have to sleep > 5 hours, my friends	V		Polite (more than)
7	%	If we pay for the excursion now, we get a 10% discount, friends	V		Be polite
8	@	Brick teacher, the price of a math book @ Rp 68,000	V		Courtesy (unit price)
9	&	Today's picket students are Priest & Putri	V		Polite (use of the word and)
	Total		8	1	

Source: data of research 2022

Table 8 demonstrates that most respondents employed punctuation marks or symbols to be polite, as the purpose of punctuation marks is to emphasize, shorten sentences, etc. In quite harsh imperative statements, they are sometimes taken as a less polite language (You, 2011).

Table 9. *Use of fixed and irregular abbreviations from the point of view of politeness*

Number	Varian	Meaning	Information
1	Rp.	Rupiah	Politeness is wrong because it uses a dot at the end of the abbreviation for Rp. (Point Use)
2	s/d	Up to you	Polite, it's just wrong because it uses a slash between s and d (s/d) (the use of a slash is not a period
3	Sdr	You	That is polite, but it becomes a mistake not to use a period after a non-fixed abbreviation (it should be with a dot, Mr.)
4	PT.	Limited liability company	Polite, but there should be no period at the end of the fixed abbreviation (PT should not be with a period)
5	Bpk	Father	Polite. It's just that writing Mr. (without a period) is wrong because you should use a period after Mr.
6	Dr.	Dokter	Polite, it's just that the mention of Doctor with a capital D is wrong. It would help if you used a lowercase d in the abbreviation dr, which means the doctor and ends with a period.
7	Yth	Dear	Polite, it's just wrong because after Dear (without a period), it should be with a period
8	Dkk	And friends	Polite. It's just a typo because it doesn't end with a dot after et al. (with a dot)

Source: data of research 2022

All of the abbreviations in the discourse, as summarized in Table 9, demonstrate courtesy; however, elementary school students do not know which abbreviations are fixed (without dots) and which must be written with dots. At this point, teachers in grades 4, 5, and 6 must provide instruction on punctuation in non-fixed abbreviations (Mansor, 2016).

Table 10. *Abbreviations with slang used by students*

Number	Use of slang abbreviations	Mean	polite	Im polite	Reason of impolite
1		By the way		V	accusation
2	Omdo	Breakfast	V		
3	Magic	Have lunch	V		
4	Maxi	Afternoon meal	V		
5	Maxor	Dinner	V		
6	Makmal	Fried rice	V		
7	Nasgor	Be careful on the way	V		
8	TTdj	Both agreed	V		
9	Ok	Padang rice	V		
10	nasdang	Pops		V	Less respectable for the title of parents
11	Hurt	Parent	V		
12	parents	So ready	V		
13	Asiap	Always ready	V		
14	Ready 86	Lies		V	accusation
15	Bo-bo	Thank you	V		
16	Thx	Oh My God	V		
17	OMG	On the way	V		
18	Otw	Peace be upon you, and Allah's mercy and blessings		V	It shouldn't be abbreviated
19	Ttg	About	V		
20	Ttd	signed	V		
21	Sbg	as	V		
22	Sbb	As follows	V		
23	Yg	which	V		
24	Krn	Because	V		
25	N	end	V		
26	Ttp	but	V		
27	Dg	with	V		
28	Kpd	to	V		
29	u/; o/	For; by		V	It should be complete as it is intended for
	Total		24	5	

Source: data of research 2022

Table 10 demonstrates that five of the 29 abbreviations used are unfriendly, and twenty-four are polite. Therefore, teachers in grades 4, 5, and 6 of elementary school should always teach pupils to utilize polite abbreviations so that kids can practice writing in WA and WAG (Mansor, 2016).

Table 11. *Use of closing greetings*

No	Use of closing greetings	polite	Impolite	The reasons are not polite
1	was. w.w		V	Using irregular abbreviations
2	Best regards	V		
3	Regards		V	Has no standard meaning
4	assalamualaikum	V		
5	Wassalamualaikum wr. wb..		V	Using non-standard abbreviations
6	Good morning/afternoon/evening/night	V		
Total		3	3	

Source: data of research 2022

Three of the six ending greetings in Table 11 are courteous, while the remaining three are impolite. Most unfriendly closing welcomes (Limacher, 2015) result from using extremely short-word abbreviations, which render them impolite.

In addition to ending greetings, students may employ the other closing phrases indicated in Table 12.

Table 12. *Students most often use closing sentences*

Number	Closing sentence	polite	Impolite	The reasons are not polite
1		V		
2	Thank you		V	Using irregular abbreviations
3	Thanks.		V	do not use standard language
4	Thanks	V		
5	Morning Afternoon Evening		V	Using slang
6	thanks		V	
Total		2	4	

Source: research data 2022

Table 12 demonstrates that of the six frequently used utterances by students, two are polite, and four are impolite. Impolite utterances result from students using non-standard abbreviations, which pushes teachers to consider the meaning suggested in speech. Students frequently employ the slang phrases shown in Table 13.

Table 13. *Use of slang terms*

No	Use of slang terms	Meaning	polite	Impolite	Reasons not polite
1		Ah, really	V	V	Use of the word animal
2	amaca	brush		V	
3	takis	can	V		Impolite spoken language when used for written language
4	sabi	Trash out		V	Impressed mocking
5	sabis	Village once lousy		V	Said mockery
6	kamsupay	I can	V		
7	Sa ae	up to you		V	It should be according to your wishes
8	give up	dog		V	Animal name
9	anjir	come on	V		
10	kuy	Be right back	V		
11	brb	Locals	V		
12	warlock	Country boy here		V	Racist
13	acknowledgment	hallucinations		V	Less optimistic
14	hallelujah	bored		V	Need refreshing
15	bet	hard		V	Adjectives that have a bad meaning
16	slice	One more pull out		V	Not yet feasible to say for elementary school-age children
17	because of	ABG labile		V	Lack of stance
18	Ababil	fun	V		
19	Awesome	Kite child		V	Uncouth

No	Use of slang terms	Meaning	polite	Impolite	Reasons not polite
20	Over Acting	steady	V		
21	storm	Bring a feeling		V	Accuse
22	baper	Very bad		V	Stubborn
23	Baget	bad		V	Bad character
24	bapuk/	very	V		too
25	bingo/bingit	Too much talking		V	Cruelest noun
26	cotba	Whatever		V	reproach
27	damat	For the sake of what		V	Curse
28	Dempa	Blind salary		V	accusation
29	Gabut	Not clear		V	accusation
30	Geje	Disturb		V	Don't want to be disturbed
31	gangges	Get well soon	V		Prayer
32	GWS	time		V	Don't believe
33	kaleus	annoyed		V	temper
34	KZL	excessive		V	accuse
35	Overreacting	Lazy move		V	accusation
36	lazy	Homo*sexual		V	accusation
37	maho	I know		V	Do not want to answer
38	chattering	There's a shrimp behind the rock		V	accusation
39	mode	cheap		V	It's easy to invite anyone
40	mure	Most can	V		Mention
41	palbis	Just feeling		V	accusation
42	Prasmul	unlucky		V	annoyance
43	sue	tiny	V		cute
44	cute	slow		V	Do not want to be invited to move fast
Total			12	32	

Source: research data 2022

Table 13 reveals that just 12 of the 44 slang phrases, abbreviations, and acronyms most frequently used by students are polite, whereas 32 are impolite. According to Kabilan et al. (2010), teachers of classes IV, V, and VI should be able to instruct pupils on which terminology, abbreviations, and slang acronyms are appropriate. Table 14 outlines the courteous and impolite word usage abilities distributed to sixty children in grades four, five, and six.

Table 14. *Polite and impolite vocabulary usage skills*

Number	Alternative Answers	F	%
1	Very understanding	9	15.0
2	Understand	24	40.0
3	Doubtful	17	28.3
4	Do not understand	7	11,7
5	Very clueless	3	5.0
Total		60	100

Source: research data 2022

The frequency of polite and unpleasant words is depicted in Table 14, with responses from 9 students who truly understand, 24 students who comprehend, 17 students who hesitate, 7 students who do not understand, and 3 students who do not understand. According to Jimma (2017), teachers in grades IV, V, and VI should always work to increase students' awareness of polite and impolite vocabulary, which they must adhere to when speaking the language when sending WA/WAG.

Table 15. *Interest in learning language politeness*

Number	Alternative Answers	F	%
1	Very high	8	13,4
2	Tall	26	43,4
3	Currently	16	18,4
4	Low	8	13,4
5	Very low	2	3,4
total		60	100

Source: Research data 2022

Table 15 relates to students' interest in learning polite speech, revealing that, of the 60 students who were given the research instrument, 8 students responded with a very high level of interest, 26 students responded with a high level of interest, 16 students expressed doubts, 8 students said they had a low level of interest, and 2 students said they were not very interested in learning a polite language.

In this scenario, fourth, fifth, and sixth-grade teachers must boost their interest in civility, which is an integral part of the educational process in all courses, not just the Indonesian Language and Literature (Hiebert et al., 2019).

Table 16. *The positive impact of learning language politeness*

Number	Alternative Answers	F	%
1	Understand polite speech	9	15,0
2	Understand impolite speech	17	28,3
3	The desire to always use polite words.	26	43,3
4	Awareness to tell others to be more polite	6	10,0
5	Awareness will not use impolite words in WA	2	3,4
Total		60	100

Source: Data of research 2022

Table 16 illustrates the positive impact of learning language politeness by showing that, out of 60 students, 9 students are in charge of polite speech understanding, 17 students answer in polite speech understanding, 26 students are in charge of their desire always to use polite words, 6 students answer have the awareness to tell (literacy) others to be more polite, and 2 students answered that they had an understanding not to use impolite words in WA/WAG.

According to the idea of language politeness, the teacher must make various efforts to improve the students to strengthen the impact of their use of language speech (Kabilan et al., 2010).

Table 17. *The negative impact of neglecting the use of language politeness*

Number	Alternative Answers	F	%
1	Very understanding	10	16,7
2	Understand	18	30.0
3	Doubtful	24	40.0
4	Do not understand	7	11,7
5	Very no thighs,	1	1,6
total		60	100

Source: Data of Research 2022

Table 17 pertains to the detrimental effects of using impolite language, revealing that 10 students responded as extremely knowledgeable, 18 as not understanding, 24 as unsure, 7 as very much not understanding, and 1 as truly not understanding.

In light of the findings of Jimma (2017), teachers of the fourth, fifth, and sixth grades must educate their students that the use of rude language has negative consequences for the students themselves, as it does not create emotional stability for their readers.

Table 18. *Various impolite expressions*

Number	Disrespectful expression	use	Do not use
1	imprecise symbol	34	26
2	angry symbol	54	6
3	Rant	12	48
4	hitting symbol	26	34
5	swear words	24	36
6	inappropriate words	43	17
7	Threatening words	9	51
8	Backbiting	32	28
9	Imposing opinion	13	47
Average		27.4	32,6

Source: data of research 2022

Table 18 demonstrates that the causes of many disrespectful phrases are diverse, including the inappropriate usage of symbols. 34 students used furious symbols, 54 students used vulgar language, and 12 used symbols. 26 students had hit, 24 students had used profanity, 43 students had used improper language, 9 students had used threatening language, 32 students had used backbiting, and 13 students had used imposing wills or opinions.

The average student could not employ a variety of polite language utterances (32.6 students or 33 students out of 60 students, rounded to 33 students), according to the research sample of 60 students. Up to 27 pupils employ more polite narratives.

In this situation, teachers of grades four, five, and six should always teach both polite and unpleasant language so that students can apply it offline and online in their daily lives (Asgari & Mustapha, 2011).

Conclusion

The use of social media as an instructional tool for teaching language politeness to students in primary school is a promising direction to follow. This study demonstrates that social media can provide an interactive, engaging, and accessible platform for teaching language etiquette, which is essential for promoting positive relationships and communication. Moreover, adding social media into language instruction can improve students' digital literacy and equip them with critical skills for future academic and professional success. It is vital to stress, however, that primary school pupils' usage of social media should be supervised and regulated to safeguard their safety and privacy. Future research should concentrate on creating successful and age-appropriate social media-based language etiquette programs that address the needs and skills of varied learners. Lastly, educators and parents should work to ensure that social media use is effectively integrated into the curriculum.

Based on the above description and discussion, it is possible to conclude that there is still a need to improve the language used by elementary school students, particularly in greetings, message content, closing pleasantries, slang phrases, standard and non-standard acronyms, and punctuation. Teachers must give pupils literacy, knowledge, and internalization of polite and unpleasant language so that students are better equipped to comprehend and implement WA/WAG.

Second, the most common form of language impoliteness among primary school kids is the usage of extremely brief abbreviations that require WA/WAG readers to consider. When students utilized slang, the vast majority of which was unfriendly, their rudeness when speaking also seemed evident. In this situation, teachers in grades IV, V, and VI must also study the slang used by students to instruct students on slang that is OK to use (nice) and slang that should not be used since it is disrespectful.

Recommendations

The study recommends that integrating social media into the classroom can be an useful method for teaching children language courtesy. By utilizing social media platforms such as Twitter, Facebook, and Instagram, teachers are able to create authentic situations in which students can practice using polite language. Instructors can offer students with examples of proper and improper language usage and stimulate conversations regarding language etiquette.

Utilizing social media to teach language can help enhance students' learning enjoyable and engaging. Incorporating social media platforms into the classroom can make learning more relevant and relatable for pupils.

Social media can be used to teach pupils about the impact of their words and deeds on other people. Social media platforms are frequently accessible to the public, and what students say and do online can have substantial consequences for others. By educating children on the significance of social media etiquette, we can help them see the responsibility that comes with using these platforms.

It is necessary to teach linguistic politeness through social media to primary school pupils. Social media is a vital part of our everyday lives, and it is crucial that kids understand how to speak properly and responsibly on these platforms. By introducing social media into the classroom, teachers can create real-world circumstances in which students can practice using polite language and stimulate discussions about language etiquette. By teaching kids the significance of social media etiquette, we can provide them with the skills necessary for efficient communication and the formation of strong peer connections.

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